**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: September 5 –Day 3 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Designing a Survey** | | |
| **Essential Question(s): How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **~Friendship Survey**  **~Book: (your choice) Frog and Toad, by Arnold Lobel** | | | | **Honesty**  **Trustworthiness**  **Generosity**  **Loyalty**  **Kindness**  **Compliment**  **Dependable**  **Respect** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL.1.1; RL.1.2; RL. 1.2; RL.1.7; RL.1.10; RI.1.1; RI.1.2; RI.1.4; RI. 1.7; RI. 1.10**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Discuss the qualities or character traits that are on the “Friendship Survey.”**  [**..\..\Friendship Survey.pdf**](../../Friendship%20Survey.pdf)  **(Choose a Frog and Toad book.)**  **Read “Frog and Toad” and discuss their friendship. Bring in the friendship qualities discussed on the power point.**  **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Writing**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Recall the book “Frog and Toad.” Choose a character trait from the “Friendship Survey” chart and explain how either Frog or Toad fits this quality. Write a sentence on index card with illustration on reverse side (or student journals can be used.)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.1.1; SL.1.2; SL.1.3;SL.1.5; L.11.6**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Using a chart for “Friendship Survey” have students select the qualities or character traits they think are most important in friendship. Record Tally marks accordingly.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I Love Lucy; Pooh Friendship Song; Miley Cyrus; Spongebob Fun Song; Barney Friend Song.**  **(See links on previous day)** | | | | |
| **Closing/Summarizing Strategy** | **THINK/PAIR/SHARE – have partners each choose a different friendship quality (or character trait) discussed and explain, give examples to each other.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Choose a character from a previously read book (from this unit) and explain how s/he exemplifies a character trait we have discussed. Illustrate.** | | **The student will be given (or student can choose) a character trait. Look through magazines to find a picture of someone showing that trait.** | | | **The student will be given (or student can choose) a character trait. Look through magazines to find a picture of someone showing that trait.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See index cards about from writing to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*